

# **Educator Effectiveness Administrative Manual – Part 1**

**September 2013**



**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**

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# Introduction

## Administrative Policies for Effective Evaluation Procedures

### Project Goal

To develop an *Educator Effectiveness Manual* that will provide guidance in the evaluation of educators, highlight critical components of effectiveness training, and offer opportunities for professional growth. The term “educator” includes teachers, all professional and temporary professional employees, education specialists, and school administrators/principals.

The *Educator Effectiveness Manual* describes the features of Act 82 and compliance requirements set forth by the legislation. This manual is designed to help guide educators in the implementation of the rating tool and to provide assistance for educators regarding required and recommended information to educator effectiveness.

The Pennsylvania Department of Education has approved an evaluation tool and provides guidance with best practices, but will not approve a Supervision Model. The supervision of teachers is a local decision.

The goal of the Educator Effectiveness Project is to ensure that students have an effective teacher in their classrooms and effective leadership in every building.

## Chapter 1: Act 82 Teacher Effectiveness

(Published in Section 1123 of the School Code)

<b>Classroom Teachers Act 82</b>	<p>Beginning with the 2013-2014 school year, the evaluation of the effectiveness of <b>professional and temporary professional employees</b> serving as classroom teachers, (a professional employee or temporary professional employee who provides direct instruction to students related to a specific subject or grade level), shall give due consideration to the following:</p> <ol style="list-style-type: none"><li>1. The Pennsylvania Department of Education shall develop a rating tool to reflect student performance measures and employee observation results.</li><li>2. Classroom observation and practice models that are related to student achievement shall comprise fifty percent (50%) of the overall rating in each of the following areas:<ol style="list-style-type: none"><li>1. Planning and preparation</li><li>2. Classroom environment</li><li>3. Instruction</li><li>4. Professional responsibilities</li></ol></li><li>3. Student Performance, which shall comprise fifty percent (50%) of the overall rating of the professional employee or temporary employee serving as a classroom teacher and shall be based upon <b>multiple measures</b> of student achievement.</li></ol> <p>Charter schools are not included in this rating system but may choose to participate.</p>
<b>Rating Form Act 82</b>	<p>Each rating form shall identify the overall performance rating of the professional employees and temporary professional employees serving as classroom teachers, principals, and non-teaching professional employees as one of the following:</p> <ol style="list-style-type: none"><li>1. Distinguished – shall be considered <b>satisfactory</b></li><li>2. Proficient – shall be considered <b>satisfactory</b></li><li>3. Needs improvement – shall be considered <b>satisfactory</b>, except that any subsequent overall rating of "needs improvement" issued by the same employer within ten (10) years of the first overall performance rating of "needs improvement" where the employee is in the same certification shall be considered <b>unsatisfactory</b></li><li>4. Failing – shall be considered <b>unsatisfactory</b></li></ol>

	<p>Professional Employees shall be rated at least annually and temporary professional employees shall be rated at least twice annually.</p> <p>Teachers who receive an overall performance rating of <b>Needs Improvement or Failing</b> are required by Act 82 to participate in a <b>Performance Improvement Plan</b>. A <b>Performance Improvement Plan</b> shall be designed with the professional employee's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with <b>Intensive Supervision</b>.</p> <p><b>Current Rating Systems under existing collective bargaining agreements or contracts</b> must be discontinued in any new or renewed agreements or contracts or during the “status quo” period after an expired contract. No new agreements or contract may provide for a rating system other than what is provided by Act 82.</p>
<b>Rating Form</b>	<p>The rating form and related documents are available in electronic versions and Excel worksheet format for the scoring and rating tabulation at the Department’s website <a href="http://www.education.state.pa.us">www.education.state.pa.us</a> on the Educator Effectiveness Project page.</p> <p><b>Professional/Temporary Professionals Serving as Classroom Teachers Rating Form</b></p>
<b>Classroom Teachers Regulation</b>	<p><i>Summative process of evaluation.</i> LEAs shall utilize classroom practice models (e.g., Danielson, <i>Enhancing Professional Practice: A Framework for Teaching</i>) that address the areas related to classroom observation and practice contained in section 1123(1)(i) of the Public School Code (24 P. S. § 11-1123(1)(i)) and are approved by the Department. The Department shall publish a list of approved practice models for assessing the four domains annually on the Department's website. A classroom teacher must be given a rating in each of the four domains. In determining a rating for an employee, a LEA may use any combination of the components in the practice model related to the domains. The four domains in the classroom practice models establish a framework for the summative process of evaluating classroom teachers. The form and standards do not impose mandates on the supervisory and formative processes utilized by a LEA.</p> <p>The pie chart following the regulations serves as a visual depicting the rating tool of the Teachers Effectiveness System for professional and temporary professional employees serving as classroom teachers with eligible PVAAS (Pennsylvania Value Added Assessment System) Scores. For more information see Chapter 6, for classroom teachers without eligible PVAAS Scores, see Chapter 7.</p>

## Teacher Effectiveness System Chart

# Teacher Effectiveness System in Act 82 of 2012

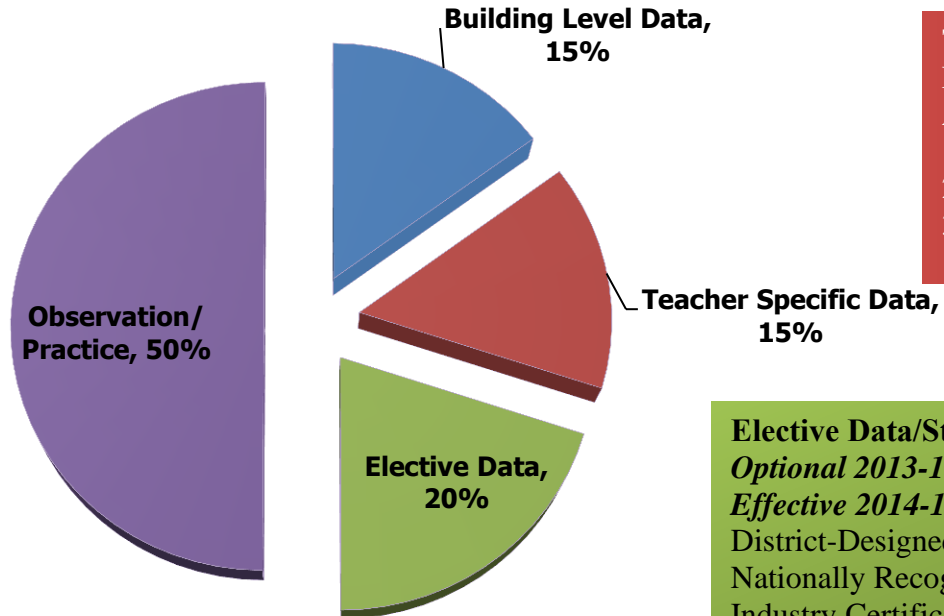
### Teacher Observation & Practice *Effective 2013-14 School Year*

Danielson Framework Domains

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

### Building Level Data/School Performance Profile *Effective 2013-14 School Year*

Indicators of Academic Achievement  
Indicators of Closing the Achievement Gap, All Students  
Indicators of Closing the Achievement Gap, Subgroups  
Academic Growth PVAAS  
Other Academic Indicators  
Credit for Advanced Achievement



### Teacher Specific Data

PVAAS/Growth 3 Year Rolling Average

1. 2013-14 SY
2. 2014-15 SY
3. 2015-16 SY

### Elective Data/Student Learning Objective (SLO) *Optional 2013-14 School Year*

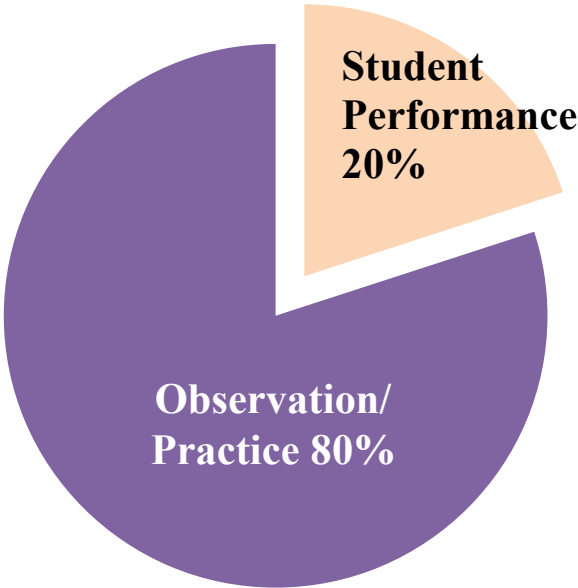
*Effective 2014-15 School Year*

District-Designed Measures and Examinations  
Nationally Recognized Standardized Tests  
Industry Certification Examinations  
Student Projects Pursuant to Local Requirements  
Student Portfolios Pursuant to Local Requirements

<b>Classroom Teacher Phase In Percentages</b>	<b>Year</b>	<b>Observation/Evidence</b>	<b>Building Score</b>	<b>Teacher Specific Data</b>	<b>Elective Data</b>
	2013-14	85%	15%	N/A	N/A
	2013-14	*50%	*15%	*N/A	*35%
	2014-15	50%	15%	N/A	35%
	2015-16 with PVAAS	50%	15%	15%	20%
	2015-16 without PVAAS	50%	15%	N/A	35%
*Elective Data is optional. If used the weight is 35%					

<b>Non-Teaching Professional Employees</b>	<p>In 2013-14, all other non-teaching professionals should be evaluated using previously approved PDE forms. An annual summative evaluation must be performed for all professional employees. The term “non-teaching professional employee” shall mean an education specialist, a supervisor, or professional employee or temporary professional employee who provides services other than classroom instruction.</p> <p>The following pie chart will be used pending development of regulations.</p>
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<p><b>Non-Teaching Professional Employee Effectiveness System Chart</b></p>	<div data-bbox="690 159 1713 344"> <h2 style="text-align: center;">Non-Teaching Professional Employee Effectiveness System in Act 82 of 2012</h2> <h3 style="text-align: center;"><i>Effective 2014-2015 School Year</i></h3> </div> <div data-bbox="1188 404 1841 443" style="background-color: #f4a460; padding: 5px; text-align: center;"> <p><b>Student Performance/Multiple Measures</b></p> </div> <div data-bbox="489 586 1129 917" style="background-color: #5d407e; color: white; padding: 10px;"> <p><b>Observation and Practice</b>  Danielson Framework Domains</p> <ol style="list-style-type: none"> <li>1. Planning and Preparation</li> <li>2. Educational Environment</li> <li>3. Delivery of Service</li> <li>4. Professional Development</li> </ol> </div> <div data-bbox="1182 521 1755 1105">  <p>A pie chart illustrating the weighting of two effectiveness measures. The chart is divided into two segments: a large purple segment representing 'Observation/Practice' at 80%, and a smaller orange segment representing 'Student Performance' at 20%.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Observation/Practice</td> <td>80%</td> </tr> <tr> <td>Student Performance</td> <td>20%</td> </tr> </tbody> </table> </div>	Measure	Percentage	Observation/Practice	80%	Student Performance	20%
Measure	Percentage						
Observation/Practice	80%						
Student Performance	20%						
<p><b>Principal Effectiveness System</b></p>	<p>Beginning in the 2014–15 school year, <b>principal effectiveness</b> shall be measured using a rating form designed specifically for professional employees and temporary professional employees serving as principals.</p> <p>The following pie chart will be used pending development of regulations.</p>						

**Principal  
Effectiveness  
System  
Chart**

# Principal Effectiveness System in Act 82 of 2012

*Effective 2014-2015 School Year*

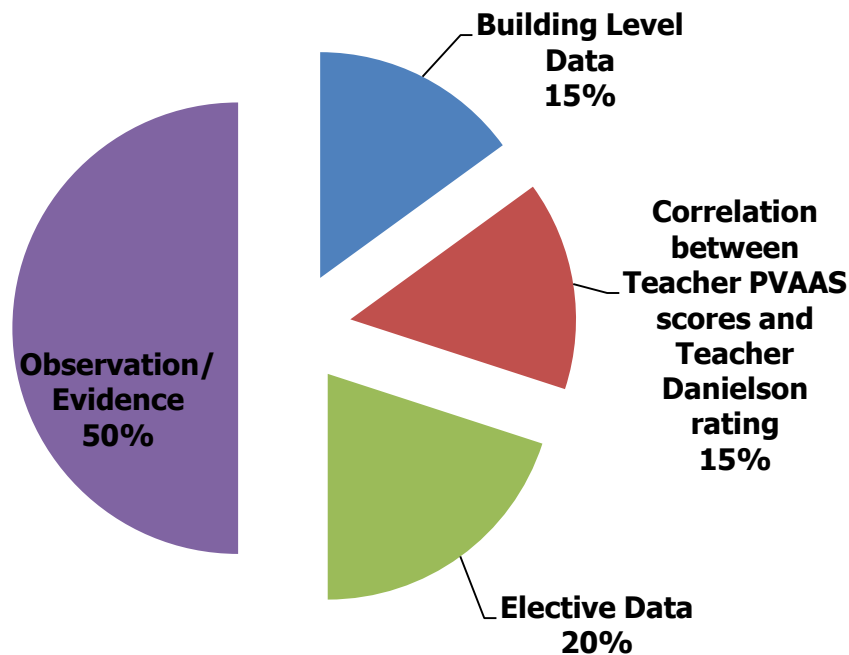
## Observation/ Evidence

Framework for Leadership Domains

1. Strategic/Cultural Leadership
2. Systems Leadership
3. Leadership for Learning
4. Professional and Community Leadership

## Building Level Data/School Performance Profile

Indicators of Academic Achievement  
Indicators of Closing the Achievement Gap, All Students  
Indicators of Closing the Achievement Gap, Subgroups  
Academic Growth PVAAS  
Other Academic Indicators  
Credit for Advanced Achievement



**Relationship based on  
Teacher Level Measures  
PVAAS**

## Elective Data/Student Learning Objectives

District-Designed Measures and Examinations  
Nationally Recognized Standardized Tests  
Industry Certification Examinations  
Student Projects Pursuant to Local Requirements  
Student Portfolios Pursuant to Local Requirements



<b>Last Name</b>	<b>First</b>	<b>Middle</b>
<b>District/LEA</b>	<b>School</b>	
<b>Rating Date:</b>	<b>Evaluation: (Check one)</b>	<input type="checkbox"/> <b>Semi-annual</b> <input type="checkbox"/> <b>Annual</b>

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
(1)Teacher Observation & Practice Rating					3.00

*Domain Rating Assignment* 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

<b>Building Level Score (0 – 107)</b>	
<b>(2) Building Level Score Converted to 3 Point Rating</b>	

<b>(3) Teacher Specific Rating</b>	
<b>(4) Elective Rating</b>	

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Teacher Observation & Practice Rating		50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating		15%		0.45
(4) Elective Rating		20%		0.60
<b>Total Earned Points</b>				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
<b>Performance Rating</b>	

I certify that the above-named employee for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received a performance rating of: \_\_\_\_\_  
(month/day/year) (month/day/year)

☐ SATISFACTORY      ☐ UNSATISFACTORY

\_\_\_\_\_  
Date Designated Rater / Position: \_\_\_\_\_ Date \_\_\_\_\_ Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.  
My signature does not necessarily mean that I agree with the performance evaluation.

<b>Principal Rating Form to be developed in 2014-15</b>	The Principal rating form is under review and will be tested in a pilot year before releasing in 2014.
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## Chapter 2: Supervision of Classroom Teachers Observation/Evidence

### Act 82

Beginning with the 2013-2014 school year, the evaluation of the effectiveness of **professional and temporary professional employees with instructional certificates** serving as classroom teachers, a professional employee or temporary professional employee who provides direct instruction to students related to a specific subject or grade level, shall be given due consideration to the following:

1. Classroom observation and practice models that are related to student achievement shall comprise fifty percent (50%) of the overall rating in each of the following areas:
  1. Planning and preparation
  2. Classroom environment
  3. Instruction
  4. Professional responsibilities
2. Student Performance, which shall comprise fifty percent (50%) of the overall rating of the professional employee or temporary employee serving as a classroom teacher, shall be based upon **multiple measures** of student achievement. (Chapters 3,4,5)

Ratings shall be performed by or under the supervision of the chief school administrator or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator.

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all teachers will be rated as Distinguished, Proficient, Needs Improvement, or Failing.

An overall performance rating of either Proficient or Distinguished shall be considered satisfactory. An overall performance rating of Needs Improvement shall be considered as satisfactory, except when any subsequent overall rating of Needs Improvement issued by the same employer within ten (10) years of the first overall performance rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory.

An overall performance rating of “Needs Improvement” or “Failing” shall require the employee to participate in a Performance Improvement Plan. No employee shall be rated “Needs Improvement” or “Failing” based solely upon

	<p>student test scores. An overall performance rating of “Failing” shall be considered unsatisfactory.</p> <p>Professional employees and temporary professional employees serving as classroom teachers may be evaluated through the use of a rating tool developed by individual school districts, intermediate units, or area vocational-technical schools that the department has approved as meeting or exceeding the measures of effectiveness. An alternative rating form application may be found on the PDE website <a href="http://www.education.state.pa.us">www.education.state.pa.us</a> Educator Effectiveness Project.</p>
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<b>Regulations</b>	<b>Teacher observation and practice domains.</b> The rating of a classroom teacher for effectiveness in teacher practice shall be based on classroom observation or other supervisory methods. The percentage factor for, and description of, each domain is listed in Table A.	
	<b>Table A: Descriptions of Four Domains</b>	
	<b>Domain</b>	<b>Description</b>
	<b>I. Planning &amp; Preparation - 20%</b>	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students’ prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
	<b>II. Classroom Environment - 30%</b>	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of infractions is subtle, preventive, and respectful of students’ dignity.
	<b>III. Instruction - 30%</b>	In the classrooms of accomplished teachers, all students are highly engaged in

		learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
	<b>IV. Professional Responsibilities - 20%</b>	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.
Copyright © Charlotte Danielson, 2013.		
<b>Scoring.</b> An LEA must provide a rating score in each domain. The four teacher observation and practice domains shall be rated and scored on a zero-to-three-point scale. The ratings of Failing, Needs Improvement, Proficient and Distinguished are given numeric values and definitions as shown in Table B.		
<b>Table B: Domain Rating Assignment - 3 Point Scale</b>		
<b>Performance Rating</b>	<b>Value</b>	<b>Rating Tool Regulation Definition</b>
Failing	0	The employee does not meet performance expectations required for the position.
Needs Improvement	1	The employee is functioning below proficient for performance expectations required for continued employment.
Proficient	2	The employee’s performance consistently reflects practice at a professional level.

	Distinguished	3	The employee’s performance consistently reflects teaching at the highest level of practice.		
	<b>Rating and Performance in Four Domains.</b> Table C summarizes teacher performance levels for each of the Domain Rating Assignments and for the ratings to be assigned for each domain in the Rating (A) column on the next page in Table D. From <i>Enhancing Professional Practice: A Framework for Teachers, 2<sup>nd</sup> Edition</i> (pp. 41-42), by Charlotte Danielson, Alexandria, VA: ASCD. © 2007 by ASCD. Adapted and reproduced with permission.				
	<b>Table C: Four Levels of Performance in Four Domains</b>				
	<b>Domain</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>I. Planning &amp; Preparation - 20%</b>	Teacher’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned with the goals.	Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher’s plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher’s plans – instructional outcomes, learning activities, materials, resources, and assessments – are in complete alignment and are adapted as needed for individual students.	



	<b>II. Classroom Environment - 30%</b>	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
	<b>III. Instruction - 30%</b>	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every

			students' interests and their success in learning.	and of each student.	student.
	<b>IV. Professional Responsibilities - 20%</b>	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for recordkeeping and family communication.
<b>Ratings and weighted scoring.</b> The four domains of teacher observation and practice in Part (A) of the form are each assigned a percentage factor. Each domain shall be scored on the "0-to-3-point scale." The individual score or rating for each domain is adjusted by the percentage factor attributed to that domain. The score of zero, one, two or three for each domain is calculated into points based on its percentage factor. The sum of the points for all domains will be the total Teacher Observation and Practice Rating. The calculation for each domain is set forth in Table D.					

	<b>Table D: Teacher Observation and Practice Rating</b>					
	<b>Domain</b>	<b>Title</b>	<b>Rating (A)</b>	<b>Factor (B)</b>	<b>Earned Points (A x B)</b>	<b>Max Points</b>
	<b>I.</b>	<b>Planning &amp; Preparation</b>		20%		0.60
	<b>II.</b>	<b>Classroom Environment</b>		30%		0.90
	<b>III.</b>	<b>Instruction</b>		30%		0.90
	<b>IV.</b>	<b>Professional Responsibilities</b>		20%		0.60
	<b>Teacher Observation &amp; Practice Points/Rating</b>					3.00

<b>Rating Form</b>	<p>A rating form tool is provided to facilitate the final entry and calculation of all measures associated with determining the final performance rating for a teacher. For part (A) Teacher Observation and Practice, the tool allows entry of the individual ratings for each domain in the *Rating* column and automatically calculates (1) Teacher Observation &amp; Practice Rating which is used as the final Observation and Practice measure combined with the other multiple measures to determine the final performance rating. The rating form tool and related documentation are available at <a href="http://www.education.state.pa.us">www.education.state.pa.us</a> under the Educator Effectiveness Project. The section of the rating form applicable to this section is displayed below.</p> <p>The shaded area in the form below denotes the section of the rating form applicable to observation and practice.</p>
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<b>Summative Evaluation</b>	The data from Danielson's <i>Framework for Teaching</i> , and other observational data will be used to determine the teacher observation and practice rating.
<b>Rating and Evaluation Procedure</b>	<i>Rating and Evaluation Procedure:</i> The rater shall determine and assign a performance rating for teacher practice. The rater shall base the evaluation upon the preponderance of evidence gathered.
<b>Evidence/ Documentation</b>	<p><i>Evidence/documentation.</i> As appropriate, records for the employee and their placement in a classroom and educational program shall be documented by the rater. Documentation may include, but not be limited to a combination of any of the following items:</p> <ul style="list-style-type: none"> <li>• Documented notations of classroom observations, teacher/rater conferences or interviews, or informal observations or visits.</li> <li>• Lesson unit plans (types, titles and numbers), materials, technology, teacher resource documents, visual technology, space, student assignment sheets, student work, instructional resources, student records, grade book, progress reports and report cards</li> <li>• Interaction with student's family</li> <li>• Family, parent, school and community feedback</li> <li>• Act 48 documentation</li> <li>• Use of teaching and learning reflections</li> </ul> <p>The documentation, evidence and findings of the rater, shall provide the basis for the rating of the employee's complete tool in each of the four domains. See Information on the Danielson FFT later in this section.</p>
<b>Formative Supervision Framework for Teaching</b>	<p>The Pennsylvania Department of Education is recommending a supervision system consisting of two models: <b>Formal Observation</b> and <b>Differentiated Supervision</b>.</p> <p>Formal Observation of the teacher practice is accomplished through formal and informal observations measured by research supported best practices: Danielson's <i>Framework for Teaching</i>. The assessment supported by Danielson's <i>Framework for Teaching</i>, and other observational data is <b>formative</b>. The collaborative reflections of the observational data may focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.</p> <p><b>Pennsylvania Department of Education has recognized Charlotte Danielson's <i>Framework for Teaching</i> as the model for the supervision of classroom teachers. Classroom observations by the principal/supervisor will include demonstrated behaviors associated with improving student achievement. There are four (4) Domains that describe the effective teaching process:</b></p>

	<ul style="list-style-type: none"> <li>– <b>Domain 1 - <u>Planning and preparation</u></b>, including selecting standards-based lesson goals and designing effective instruction and assessment;</li> <li>– <b>Domain 2 - <u>Classroom environment</u></b>, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time;</li> <li>– <b>Domain 3 - <u>Instruction</u></b>, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs; and</li> <li>– <b>Domain 4 - <u>Professional responsibilities</u></b>, including using systems for managing student data and communicating with student families.</li> </ul>
<b>Formal Observation Process</b>	<p>A <b>Formal Observation</b> should include the following three elements:</p> <p>A <b>Pre-observation conference</b> should be held before the observation. Prior to the pre-conference, the teacher should provide the observer a copy of the lesson plan (Domain 1). The teacher should add additional input to the lesson plan that emerges from the pre-observation conference.</p> <p>The <b>Observation conference</b> should begin with the observer arriving prior to the start of the lesson. The evaluator provides the teacher a completed observation form as soon as possible after the observation. Prior to the post conference, the teacher should complete a self-assessment rubric for the observer prior to the post-conference.</p> <p>The <b>Post-observation conference</b> should be held in a reasonable timeframe after the observation. At the post-observation conference, the comparison of the observer’s report and the teacher’s summary should be reviewed. The evaluator notes the components of agreement and then invites the teacher to take the lead in discussing the other components where agreement does not occur.</p>
<b>Informal Observation Process</b>	<p>Informal Observations may include but are not limited to the following: walkthroughs, presentations, meetings, communications, and other evidence of classroom practice.</p>
<b>Differentiated Supervision</b>	<p>Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal Observation. Professional employees will develop an action plan for professional development unique to their needs and interests. (Information on Differentiated Supervision can be found in Chapter 9 of the Administrative Manual.) Professional employees in Differentiated Supervision do require an overall performance rating in each domain and must receive an annual rating.</p>

<b>Information on the Danielson FFT</b>	<p>Teachers interested in experiencing a training module relative to Charlotte Danielson’s <i>Framework For Teaching</i> may review Teachscape’s Framework for Teaching Effectiveness Series that will result in 2 hours of Act 48 Professional Development.</p> <p>The Danielson <i>Framework For Teaching</i> can be found on SAS portal website at: <a href="http://www.pdesas.org">http://www.pdesas.org</a> Click on “Instruction” on the home page of the SAS portal.</p>
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## Chapter 3: Multiple Measures of Student Achievement: Building Level Data

<b>Multiple Measures of Student Achievement Act 82</b>	According to Act 82 student performance will comprise fifty percent (50%) of the overall rating of the professional employee or temporary professional employee serving as a classroom teacher and will be based upon multiple measures of student achievement. The fifty percent (50%) shall be comprised of the following: fifteen percent (15%) Building Data, fifteen percent (15%) Teacher-Specific Data and twenty percent (20%) Elective Level Data.
<b>Building Level Data (15%)</b>	<p>Building level data will be represented using the academic score determined via the Pennsylvania School Performance Profile. This profile will be provided by PDE and will include data from the following, when applicable:</p> <ul style="list-style-type: none"> <li>• PSSA Assessments/Keystone Exams</li> <li>• Industry Standards-Based Competency Assessments</li> <li>• Closing the Achievement Gap (All Students and Historically Underperforming Students)</li> <li>• PVAAS Growth Measures</li> <li>• Graduation Rate</li> <li>• Promotion Rate</li> <li>• Attendance Rate</li> <li>• International Baccalaureate Diploma and/or Advanced Placement and/or College Level Course Participation</li> <li>• SAT Performance</li> <li>• PSAT Participation</li> <li>• ACT Performance</li> <li>• Plan Participation</li> <li>• Advanced Placement Exams</li> </ul>
<b>Regulation</b>	<p><b>Teachers without buildings:</b> The following is the language from Paragraph (IV)a)(5) in the regulation about substituting “Danielson” for SPP or “Building Level Rating”:</p> <p>For classroom teachers in positions for which there is no Building Level Score reported on the Department website, the LEA shall utilize the rating from the teacher observation and practice portion of the rating form in Part (A)(1) [“Danielson” portion of rating form] in place of the Building Level Rating.</p>
<b>Pennsylvania</b>	The Pennsylvania School Performance Profile will provide a quantitative academic score based upon a 100-point scale to



<b>School Performance Profile</b>	<p>represent the overall academic performance of each school in Pennsylvania. Scores are calculated based upon defined weighted data elements. If a school is missing a data element and thus, its representative performance measures, the display area will reflect that circumstance and the calculation for the academic score will be adjusted accordingly. For Educator Effectiveness, the 100-point scale is converted to a 0 – 3 scale to facilitate combining with the other multiple measures. The score for a school is based upon indicators that define a high performing school. Many data elements come together to create the academic score. These indicators are categorized into five areas.</p> <p>The first three areas represent 50% of the building level score when all applicable data elements are available:</p> <ul style="list-style-type: none"> <li>• <u>Indicators of Academic Achievement (40%)</u> include PSSA Assessment/Keystone Exam performance, industry standards-based competency assessment performance (NOCTI/NIMS), grade 3 reading proficiency, and SAT/ACT college ready benchmarks.</li> <li>• <u>Indicators of Closing the Achievement Gap (5%) - All Students</u> measures how well a school is making progress toward proficiency of all students in the school who take the PSSA Assessment/ Keystone Exam.</li> <li>• <u>Indicators of Closing the Achievement Gap (5%) – Historically Underperforming Students</u> measures how well a school is making progress toward proficiency of high needs students who have historically not demonstrated proficiency. Students with disabilities, English Language Learners and economically disadvantaged students in a non-duplicated count form this group.</li> </ul> <p>Note:<sup>1</sup>Comprehensive CTC’s academic achievement is weighted at 44% while Closing the Achievement Gap is weighted at 3% for each group.</p> <p>This category represents 40% of the building level score when all applicable data elements are available:</p> <ul style="list-style-type: none"> <li>• <u>Indicators of Academic Growth/PVAAS</u> measure the school’s impact on the academic growth of students from year-to-year on PSSA Assessments/Keystone Exams.</li> </ul> <p>This category represents 10% of the building level score when all applicable data elements are available:</p> <ul style="list-style-type: none"> <li>• <u>Other Academic Indicators</u> assesses factors that contribute to student achievement. They include graduation rate (or promotion rate), attendance rate, participating in courses offering of rigor (International Baccalaureate Diploma, Advanced Placement, or college credit programs), and PSAT/PLAN participation.</li> </ul> <p>Schools may earn additional points via <u>Extra Credit for Advanced Achievement</u> (up to 7 Points) depending on school configuration based on advanced performance on state assessments, industry standards-based competency assessments, and advanced placement exams.</p>
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<b>Converting SPP Score to 0 – 3 Scale</b>	In order to combine the School Performance Profile (SPP) score with the other multiple measures of student achievement, it is necessary to convert the SPP score to a 0 to 3 scale. Although based on a 100 point scale, the SPP score can actually reach a final score of 107 due to the potential of earning up to 7 points of extra credit for advanced achievement. However, the maximum value on the conversion to the 0 to 3 scale will be 3.00. The following table illustrates the conversion from the SPP score to a 0 to 3 scale. Values between the displayed values are scaled proportionally. The rating tool illustrated in the next section will automatically calculate the value of the SPP score converted to the 0 to 3 scale.	
	<b>Conversion From 100 Point Scale to 0 - 3 Scale</b>	
	<b>SPP Score</b>	<b>0 - 3 Scale</b>
	90.0 to 107*	2.50 - 3.00
	70.0 to 89.9	1.50 - 2.49
	60.0 to 69.9	0.50 - 1.49
	00.0 to 59.9	0.00 - 0.49
School Performance Profile score could exceed 100 with maximum score and credit for advanced achievement		
<b>Rating Form</b>	A rating form tool is provided to facilitate the final entry and calculation of all measures associated with determining the final performance rating for a teacher. For part (B) Student Performance, the tool allows entry of the building level score and automatically calculates the building level score converted to a 3 point rating which is combined with the other multiple measures to determine the final performance rating. The rating form tool and related documentation are available at <a href="http://www.education.state.pa.us">www.education.state.pa.us</a> under the Educator Effectiveness Project.	
	The shaded area in the form below denotes the section of the rating form applicable to the school performance profile score (provided by PDE) to represent building level data.	



## Chapter 4: Multiple Measures of Student Achievement: Teacher Specific Data

<b>Teacher Specific Data Act 82</b>	According to Act 82 student performance will comprise fifty percent (50%) of the overall rating of the professional employee or temporary professional employee serving as a classroom teacher and will be based upon multiple measures of student achievement. The fifty percent (50%) will be comprised of the following: fifteen percent (15%) Building Data, fifteen (15%) Teacher-Specific Data and twenty percent (20%) Elective Data.
<b>Teacher Specific Data (15%)</b>	<p><b>Fifteen (15%) of the evaluation will be based on Teacher Specific Data for teachers with an eligible PVAAS score:</b></p> <p>Fifteen percent (15%) teacher-specific data, including, but not limited to, student achievement attributable to a specific teacher as measured by all of the following:</p> <ol style="list-style-type: none"> <li>1. Student performance on assessments (percent proficient and advanced)</li> <li>2. Value-added assessment system data made available by the department under section 221. (Must be at least 10%)</li> <li>3. Progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.)</li> <li>4. Locally developed school district rubrics (Electives/SLOs)</li> </ol>
<b>Pennsylvania Value-Added Assessment System (PVAAS)</b>	<p>The Department has contracted with SAS Inc., SAS EVAAS for K-12, to provide PVAAS teacher-specific reporting for local education agencies (LEAs) as one measure of teacher effectiveness. Teachers will receive single-year PVAAS teacher specific reporting for each year, subject, grade and course for which it is available. Teacher-specific data (PVAAS) will not be included as a part of the summative evaluation rating until a teacher has a PVAAS 3 year rolling average – based on 3 consecutive school years of PVAAS teacher specific reporting. PVAAS teacher-specific reporting from a single school year or two single consecutive school years will not be used on a teacher’s final rating form.</p> <p>A 3-year rolling average will be based upon three (3) single-year PVAAS teacher-specific reports in any PA assessed grades, subjects and/or courses. This 3-year rolling average is a measure of the teacher’s impact on the academic growth of groups of students over time (3 consecutive school years).</p>
<b>Teachers with Eligible PVAAS Score</b>	<p>Teachers receiving PVAAS teacher-specific reporting are <u>permanent or temporary professional employees</u> who hold a <u>valid PA teaching certificate</u> and who have <u>full or partial responsibility for content specific instruction of assessed eligible content</u> as measured by Pennsylvania’s <u>assessments (PSSA and/or Keystone exams)</u>. <i>This may include teachers other than those who are the teacher of record.</i> Pennsylvania defines the teacher of record as “a professional or temporary professional educator assigned by a school entity as the primary instructor for a group of students.” (Source: Highly Qualified Teacher Guidelines on PDE website)</p> <ul style="list-style-type: none"> <li>• This includes PA certified teachers providing content-specific instruction in assessed eligible content in subjects/courses/grades assessed by the PSSA and Keystone exams (with and without accommodations).</li> <li>• This includes the grades/subjects/courses of PSSA reading and mathematics in grades four through eight; PSSA</li> </ul>

	<p>science in grades four and eight; PSSA writing in grades five and eight; and Keystone-related courses.</p> <p><i>Note: Pennsylvania’s Alternate System of Assessment (PASA) is not included in PVAAS analyses as there are a very low number of students tested statewide. A significant number of students are needed for each grade level and subject to build a statistical model to yield value-added measures for teachers from this assessment.</i></p> <p>Therefore, teachers who may be eligible for a PVAAS score: Including but not limited to, regular education teachers, special education teachers, intervention specialists, reading/math specialists, ESL teachers, and gifted teachers —if they plan the instruction of the assessed eligible content, provide the instruction of the assessed eligible content, AND assess the effectiveness of the instruction of the assessed eligible content as measured by a PA state assessment- responsible for Domains 1 AND 3 of the Framework for Teaching. There may be more than one teacher responsible for both Domains 1 and 3 (ex. co-teaching, team teaching, etc.).</p>
<b>Instructional Responsibility</b>	<p>PVAAS teacher-specific reporting should fairly represent the proportion of instructional responsibility for each student. This proportion may vary by student. The percent of Instructional Responsibility represents the amount that each student will be weighted in the value-added analyses for PVAAS teacher-specific reporting. Students with less than 100% instructional responsibility are weighted less than those with 100% instructional responsibility. LEAs will determine the % of instructional responsibility for individual students for each teacher who is eligible for a PVAAS score.</p> <p>There are two pieces of information used to determine the total “% of Instructional Responsibility” for each student instructed by a teacher:</p> <p><b>Part 1 of 2: –Percent of Student + Teacher Enrollment”</b></p> <ul style="list-style-type: none"> <li>• The percent of school days that a student and a teacher are concurrently enrolled in a grade/subject/course together; and</li> </ul> <p><b>Part 2 of 2: –Percent of Instruction”</b></p> <ul style="list-style-type: none"> <li>• The percent of content specific instruction for which a teacher is responsible for a grade/subject/course.</li> <li>• The Percent of Instruction is 100% if there is only one PA certified teacher who is fully responsible for the instruction.</li> <li>• The Percent of Instruction will be less than 100% if there is more than one PA certified teacher who is responsible for the instruction, such as co-teaching and team teaching.</li> </ul> <p>Details on the attribution of students to teachers and the Percent of Instructional Responsibility are on the PVAAS FAQ on the PVAAS website at <a href="https://pvaas.sas.com">https://pvaas.sas.com</a>.</p>

Teacher Attribution	Question: Is a Teacher Eligible for a PVAAS Teacher Specific Score?			
	Subject/Grade/Course	Scenario 1: Teacher is Responsible for Domain 1 <u>ONLY</u> <u>OR</u> Domain 3 <u>ONLY</u> (Framework for Teaching)	Scenario 2: Teacher is Responsible for <u>BOTH</u> Domains 1 <u>AND</u> 3 (Framework for Teaching)	If YES to Scenario 2:
	PSSA, 4-8 Reading	No	Yes	The % of Instructional Responsibility is used to determine the weight of each student in a teacher’s value-added report. (See below for details on % Instructional Responsibility.)
	PSSA, 4-8 Mathematics	No	Yes	
	PSSA Science, 4, 8	No	Yes	
	PSSA, Writing, 5, 8	No	Yes	
	Keystone Related Course only	No	Yes	
	Keystone Related Course +Supplemental Instruction for Keystone Related Course	No	Yes	
	Supplemental Instructional/ Course ONLY (Aligned to All Keystone Eligible Content: Student retaking Keystone Related Course)	No	Yes	
	Supplemental Instruction/Course ONLY (NOT Aligned to All Keystone Eligible Content)	No	No	
	<ul style="list-style-type: none"><li>• <b>Domain 1:</b> Planning and Preparation (Framework for Teaching)</li><li>• <b>Domain 3:</b> Instruction (Framework for Teaching)</li><li>• <b>% of Instructional Responsibility:</b> This % reflects how much the student will be weighted in the PVAAS analyses.<ul style="list-style-type: none"><li>• The % Instructional Responsibility is calculated by multiplying the (% Student + Teacher Enrollment) by (Full or Partial % of Instruction).</li></ul></li><li>• <b>% Student + Teacher Enrollment:</b> The % of a grade/subject/course that a student and teacher are <u>concurrently enrolled</u>.<ul style="list-style-type: none"><li>• Total Days Possible: Day 1 through last school day before the LEA’s state testing window opens for that state assessed grade/subject/course.</li></ul></li><li>• <b>% Full or Partial Instruction:</b> The % that a PA certified educator responsible for the content-specific</li></ul>			

	<p>instruction (Domains 1 and 3) of the assessed eligible content in the grade/subject/course.</p> <ul style="list-style-type: none"> <li>• If a teacher is the only teacher responsible for the content-specific instruction, then the % Full/Partial Instruction is 100%.</li> <li>• If there is more than one teacher responsible for the content-specific instruction, then the % Full/Partial Instruction for each teacher will be less than 100%.</li> </ul> <p><i>Note: A student cannot be claimed for more than 100% Instructional Responsibility.</i></p>
<b>Professional Development, Support and Resources</b>	<p>If educators understand the current district and school-level PVAAS reporting, they will be much better prepared to understand PVAAS teacher-specific reporting, including both value-added and diagnostic reporting. The concept behind measuring growth for groups of students is the same and applies for district, school, grade, subgroup, and teacher-specific reporting. Resources about this information are located at <a href="https://pvaas.sas.com">https://pvaas.sas.com</a>.</p> <p>There are a range of resources for administrators and teachers regarding PVAAS teacher specific reporting, including resources on PDE's website on Educator Effectiveness, archived PVAAS webinars on PVAAS teacher-specific reporting, and PVAAS Virtual Learning Modules. Additionally, IU PVAAS contact(s) and the PVAAS Statewide Team for PDE are available to answer questions and assist LEAs in understanding and making use of these new data.</p> <p>PDE provides professional development specific to the roster verification process and web-based system. This will include statewide webinars, Virtual Learning Modules, PDE guidance documents, and FAQs. When PVAAS teacher-specific reporting is released, PDE will provide statewide webinars, Virtual Learning Modules, live professional development sessions across the commonwealth, resource documents, PowerPoint templates, and detailed help menus.</p>
<b>Availability of Teacher Specific Data</b>	<p>Only in the school year 2013-14, since PVAAS data are unavailable for the rating of a classroom teacher who provides direct instruction in subjects or grades subject to the assessments, a LEA shall use ratings developed through the teacher observation/practice. For classroom teachers without any attributable-assessment or PVAAS data, the teacher observation/practice will be used for teacher specific data.</p> <p>Beginning in school year 2014-15 and every year thereafter, if three consecutive school years of PVAAS data are unavailable for the rating of a classroom teacher who provides direct instruction in subjects or grades subject to the assessments, a LEA shall use ratings developed through the elective data/student learning objectives (SLOs). For classroom teachers without any attributable-assessment or PVAAS data, the elective data/student learning objectives (SLOs) will be used for teacher specific data.</p>
<b>Rating Form</b>	<p>A rating form tool is provided to facilitate the final entry and calculation of all measures associated with determining the final performance rating for a teacher. For part (B) Teacher Specific Data, the tool allows entry of the teacher specific score and automatically calculates the teacher specific rating converted to a 3 point scale which is combined with the other multiple measures to determine the final performance rating. The rating form tool and related documentation are available at <a href="http://www.education.state.pa.us">www.education.state.pa.us</a> under the Educator Effectiveness Project.</p>

	The shaded area in the form below denotes the section of the rating form applicable to the teacher specific rating (provided by PDE) to represent teacher specific data.
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<b>Last Name</b>	<b>First</b>	<b>Middle</b>
<b>District/LEA</b>	<b>School</b>	
<b>Rating Date:</b>	<b>Evaluation: (Check one)</b>	<input type="checkbox"/> <b>Semi-annual</b> <input type="checkbox"/> <b>Annual</b>

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
(1)Teacher Observation & Practice Rating					3.00

*Domain Rating Assignment* 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

<b>Building Level Score (0 – 107)</b>	
<b>(2) Building Level Score Converted to 3 Point Rating</b>	

<b>(3) Teacher Specific Rating</b>	
<b>(4) Elective Rating</b>	

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Teacher Observation & Practice Rating		50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating		15%		0.45
(4) Elective Rating		20%		0.60
Total Earned Points				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
<b>Performance Rating</b>	

I certify that the above-named employee for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received a performance rating of:

(month/day/year)                      (month/day/year)

☐ SATISFACTORY                      ☐ UNSATISFACTORY

\_\_\_\_\_  
Date                      Designated Rater / Position:                      \_\_\_\_\_  
Date                      Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

## Chapter 5: Multiple Measures of Student Achievement: Elective Data

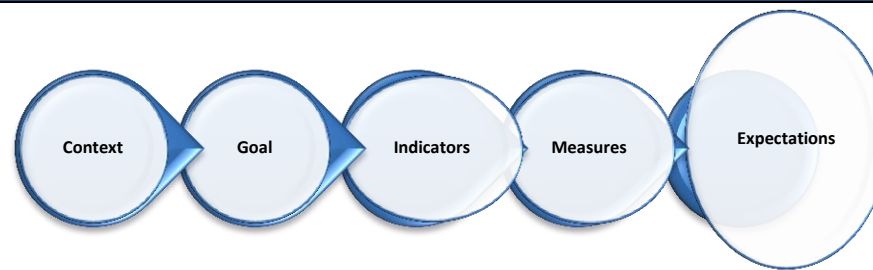
<b>Act 82 Student Performance Data</b>	<p>According to Act 82 student performance will comprise fifty percent (50%) of the overall rating of the professional employee or temporary professional employee serving as a classroom teacher and will be based upon multiple measures of student achievement. The fifty percent (50%) will be comprised of the following: fifteen percent (15%) Building Data, fifteen (15%) Teacher-Specific Data and twenty percent (20%) Elective Data.</p> <p>Twenty percent (20%) of the overall performance rating for all teachers, summative evaluation, will include measures of student achievement that are locally developed and selected by the school district from a list approved by PDE and published in the PA. Bulletin by June 30<sup>th</sup> of each year. The list includes but is not limited to the following:</p> <ol style="list-style-type: none"><li>District Designed Measures and Examinations</li><li>Nationally Recognized Standardized Tests</li><li>Industry Certification Examinations</li><li>Student Projects Pursuant to Local Requirements</li><li>Student Portfolios Pursuant to Local Requirements</li></ol>
<b>Teachers with Eligible PVAAS Data (20%)</b>	<p>Beginning in 2014-15 Elective Data will comprise 20% of the overall rating for classroom teachers with an eligible PVAAS Score.</p> <p>As part of the rating tool, every teacher will need to complete the elective portion of the evaluation process.</p>
<b>Teachers without Eligible PVAAS Data (35%)</b>	<p>Beginning in 2014-15 Elective Data will comprise 35% of the overall rating for classroom teachers without an eligible PVAAS Score and if applicable, in combination with data identified in the teacher specific data.</p> <p>As part of the rating tool, every teacher will need to complete the elective portion of the evaluation process.</p>
<b>Student Learning Objective (SLO) Process</b>	<p>It is recommended the Elective portion of the evaluation be a collaborative effort between the administrator and classroom teacher. PDE <b>requires</b> the Student Learning Objective (SLO) process as described in the template provided below. The SLO Template is available in an electronic version. Go to <a href="http://www.pdesas.org">www.pdesas.org</a> and select the Instruction Element, then select the Student Learning Objectives tab, click on the Homeroom icon, register, and finally select SLO - Build – Guides. The following are SLO development tools available at that site.</p> <ol style="list-style-type: none"><li>Electronic template</li><li>Content specific models</li><li>Training modules to complete the template</li><li>Assessment literacy information as appropriate to the SLO process</li></ol>

For Educator Effectiveness, the ratings of Distinguished, Proficient, Needs Improvement, and Failing will be converted by the LEA to a 0-3 scale to facilitate combining the Elective Rating with the other multiple measures.

## SLO Template

### STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



#### 1. Classroom Context

1a. Name		1b. School		1c. District	
1d. Class/ Course Title		1e. Grade Level		1f. Total # of Students	
1g. Typical Class Size		1h. Class Frequency		1i. Typical Class Duration	

#### 2. SLO Goals

2a. Goal Statement	
2b. PA Standards	
2c. Rationale	

#### 3. Performance Indicators (PI)

3a. PI Targets: All Student Group	<ul style="list-style-type: none"> <li>• PI Target #1</li> <li>• PI Target #2</li> <li>• PI Target #3</li> <li>• PI Target #4</li> <li>• PI Target #5</li> </ul>
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3b. PI Targets: Focused Student Group (optional)		<ul style="list-style-type: none"> <li>• PI Target #1</li> <li>• PI Target #2</li> <li>• PI Target #3</li> <li>• PI Target #4</li> <li>• PI Target #5</li> </ul>		
3c. PI Linked (optional)				
3d. PI Weighting (optional)		PI	Weight	
		#1		
		#2		
		#3		
		#4		
		#5		
<b>4. Performance Measures (PM)</b>				
4a. Name	<ul style="list-style-type: none"> <li>• PM #1</li> <li>• PM #2</li> <li>• PM #3</li> <li>• PM #4</li> <li>• PM #5</li> </ul>	4b. Type	____ District-designed Measures and Examinations ____ Nationally Recognized Standardized Tests ____ Industry Certification Examinations ____ Student Projects ____ Student Portfolios ____ Other _____	
4c. Purpose	<ul style="list-style-type: none"> <li>• PM #1</li> <li>• PM #2</li> <li>• PM #3</li> <li>• PM #4</li> <li>• PM #5</li> </ul>	4d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery	
4e. Administration Frequency	<ul style="list-style-type: none"> <li>• PM #1</li> <li>• PM #2</li> <li>• PM #3</li> <li>• PM #4</li> <li>• PM #5</li> </ul>	4f. Adaptations/ Accommodations	<input type="checkbox"/> IEP <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other
4g. Resources/Equipment	<ul style="list-style-type: none"> <li>• PM #1</li> <li>• PM #2</li> </ul>	4h. Scoring Tools	<ul style="list-style-type: none"> <li>• PM #1</li> <li>• PM #2</li> </ul>	

		<ul style="list-style-type: none"> <li>• PM #3</li> <li>• PM #4</li> <li>• PM #5</li> </ul>		<ul style="list-style-type: none"> <li>• PM #3</li> <li>• PM #4</li> <li>• PM #5</li> </ul>
4i. Administration & Scoring Personnel		<ul style="list-style-type: none"> <li>• PM #1</li> <li>• PM #2</li> <li>• PM #3</li> <li>• PM #4</li> <li>• PM #5</li> </ul>	4j. Performance Reporting	<ul style="list-style-type: none"> <li>• PM #1</li> <li>• PM #2</li> <li>• PM #3</li> <li>• PM #4</li> <li>• PM #5</li> <li>• Summary</li> </ul>
<b>5. Teacher Expectations</b>				
<b>5a. Level</b>	<b><u>Failing</u></b> 0% to ____ % of students will meet the PI targets.	<b><u>Needs Improvement</u></b> ____% to ____% of students will meet the PI targets.	<b><u>Proficient</u></b> ____% to ____% of students will meet the PI targets.	<b><u>Distinguished</u></b> ____% to 100% of students will meet the PI targets.
Teacher Signature _____ Date _____				
Evaluator Signature _____ Date _____				
<b>5b. Elective Rating</b>	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)		<b><u>Notes/Explanation</u></b>	
Teacher Signature _____ Date _____				
Evaluator Signature _____ Date _____				

<b>Rating Form</b>	A rating form tool is provided to facilitate the final entry and calculation of all measures associated with determining the final performance rating for a teacher. For part (B) Elective Data, the tool allows entry of the teacher elective rating on a 0- 3 point scale which is combined with the other multiple measures to determine the final performance rating. The rating form tool and related documentation are available at <a href="http://www.education.state.pa.us">www.education.state.pa.us</a> on the Educator Effectiveness Project page.
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	The shaded area in the form below denotes the section of the rating form applicable to the elective rating to represent teacher elective data.
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<b>Last Name</b>	<b>First</b>	<b>Middle</b>
<b>District/LEA</b>	<b>School</b>	
<b>Rating Date:</b>	<b>Evaluation: (Check one)</b>	<input type="checkbox"/> <b>Semi-annual</b> <input type="checkbox"/> <b>Annual</b>

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
(1)Teacher Observation & Practice Rating					3.00

<b>*Domain Rating Assignment* 0 to 3 Point Scale (A)</b>	
<b>Rating</b>	<b>Value</b>
<b>Failing</b>	0
<b>Needs Improvement</b>	1
<b>Proficient</b>	2
<b>Distinguished</b>	3

<b>Building Level Score (0 – 107)</b>	
<b>(2) Building Level Score Converted to 3 Point Rating</b>	

<b>(3) Teacher Specific Rating</b>	
<b>(4) Elective Rating</b>	

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Teacher Observation & Practice Rating		50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating		15%		0.45
(4) Elective Rating		20%		0.60
<b>Total Earned Points</b>				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
<b>Performance Rating</b>	

I certify that the above-named employee for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received a performance rating of: \_\_\_\_\_

(month/day/year)                      (month/day/year)

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

\_\_\_\_\_  
Date Designated Rater / Position: \_\_\_\_\_ Date \_\_\_\_\_ Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

## Chapter 6: Rating Tools for Teachers WITH Eligible PVAAS Scores

<b>Teachers with Eligible PVAAS Scores</b>	<p>Teachers with an eligible PVAAS score are permanent or temporary professional employees who hold a valid Pennsylvania teaching certificate who have full or partial responsibility for content specific instruction of assessed eligible content as measured by Pennsylvania’s assessments (PSSA and/or Keystone exams). See Chapter 4 for specifics on PVAAS teacher specific reporting.</p> <p><b>Use of PVAAS on Final Rating Form</b></p> <p>PVAAS cannot be used for teacher evaluation purposes until a teacher has a PVAAS 3 year rolling average. A teacher needs three consecutive school years of value-added reporting, in any state tested grade/subject/course, to receive a PVAAS 3-year rolling average. This does not need to be in the same grade/subject and/or course each year. No single-year PVAAS data or two year PVAAS data will be used on a teacher’s final rating form.</p> <p>For teachers with eligible PVAAS scores, the final evaluation will be based upon the following multiple measures:</p> <ol style="list-style-type: none"><li>1. Observation evidence based upon the Danielson Framework (50%)</li><li>2. Building Level Data (15%)</li><li>3. Teacher Specific Data (15%)</li><li>4. Elective Data (20%)</li></ol>
<b>Teacher Specific Data (15%)</b>	<p><b>Fifteen (15%) of the evaluation will be based on Teacher Specific Data for teachers with an eligible PVAAS score:</b></p> <p>Fifteen percent (15%) teacher-specific data, including, but not limited to, student achievement attributable to a specific teacher as measured by all of the following:</p> <ul style="list-style-type: none"><li>• Student performance on assessments (percent proficient and advanced)</li><li>• Value-added assessment system data made available by the department under section 221. (Must be at least 10%)</li><li>• Progress in meeting the goals of student individualized education plans required under the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.)</li><li>• Locally developed school district rubrics (Electives/SLOs)</li></ul>



## Timeline



### Pennsylvania's Educator Effectiveness System: PVAAS Teacher Reporting Implementation Timeline

School Years:	<u><b>SY12-13</b></u>	<u><b>SY13-14</b></u>	<u><b>SY14-15</b></u>	<u><b>SY15-16</b></u>	<u><b>SY16-17</b></u>
PA State Assessments	Keystones: Alg I, Bio, Lit Operational  PSSA 3-8: Operational PSSA-CC 3-5: Field Test PSSA-CC 6-8: Not tested  <i>PVAAS Base Yr Reset 4-8</i>	Keystones: Alg I, Bio, Lit Operational  PSSA 3-8: Operational PSSA-CC 3-5: Field Test PSSA-CC 6-8: Field Test  <i>PVAAS Base Yr Reset 4-8</i>	Keystones: Alg I, Bio, Lit Operational  PSSA-CC 3-8: Operational  <i>PVAAS Base Yr Reset 4-8</i>	Keystones: Alg I, Bio, Lit Operational  PSSA-CC 3-8: Operational  <i>Evaluate Setting PVAAS Base Year 4-8</i>	Keystones: Alg I, Bio, Lit Operational  PSSA-CC 3-8: Operational  <i>Evaluate Setting PVAAS Base Yr 4-8 on SY15-16</i>
PVAAS Roster Verification & PVAAS Teacher Reporting	<u><b>SY12-13</b></u>  Spring 2013 LEA Pilot of PVAAS Roster Verification Window  Fall 2013 Pilot Release of PVAAS Teacher Reporting (Based on SY12-13)  <i>Does <u>NOT</u> Count Towards 1<sup>st</sup> Educator Effectiveness PVAAS 3 Year Rolling Average</i>	<u><b>SY13-14</b></u>  Spring 2014 PVAAS Roster Verification Window  Fall 2014 Release PVAAS 1-Year Teacher Reporting (Based on SY13-14)  <i>DOES Count Towards Educator Effectiveness PVAAS 3 Year Rolling Average</i>	<u><b>SY14-15</b></u>  Spring 2015 PVAAS Roster Verification Window  Fall 2015 Release PVAAS 1-Year Teacher Reporting (Based on SY14-15)  <i>DOES Count Towards Educator Effectiveness PVAAS 3 Year Rolling Average</i>	<u><b>SY15-16</b></u>  Spring 2016 PVAAS Roster Verification Window  Fall 2016 Release PVAAS 1-Year Teacher Reporting (Based on SY15-16)  <i>Fall 2016 Release of 1st PVAAS 3-Year Rolling Average to be Used on PA Educator Effectiveness System Rating Form for SY15-16 (Based on SY13-14, SY14-15, SY15-16)</i>	<u><b>SY16-17</b></u>  Spring 2017 PVAAS Roster Verification Window  Fall 2017 Release PVAAS 1-Year Teacher Reporting (Based on SY16-17)  <i>Fall 2017 Release of 2nd PVAAS 3-Year Rolling Average to be Used on PA Educator Effectiveness System Rating Form for SY16-17 (Based on SY14-15, SY15-16, SY16-17)</i>

April 2013  
 PVAAS Statewide Team for PDE  
[pdepvaas@iu13.org](mailto:pdepvaas@iu13.org)

<p><b>PVAAS Reporting</b></p>	<p>The Pennsylvania Value-Added Assessment System (PVAAS) teacher-specific reporting estimates the effect of a teacher's performance on the academic growth of a group of students. The PVAAS reports are based on the Education Value-Added Assessment System (EVAAS™) methodology provided to Pennsylvania (PA) by the SAS Institute Inc., SAS® EVAAS® for K-12 division.</p> <p>Although measuring academic achievement is important, achievement only identifies where students are at a specific point in time rather than identifying how much academic growth has been made by students. PVAAS provides a measure of academic growth for students by taking into account <i>both</i> their endpoint and their entering achievement level. Growth depends on the effectiveness of the instructional program in meeting the needs of students. Students arrive at school at different levels of achievement. By concentrating on growth, PVAAS puts the emphasis on what educators can influence.</p> <p>The goal is to provide accurate PVAAS teacher-specific reporting for use in PA's Educator Effectiveness System. This requires the correct teachers, linked to the correct students, in the correct tested grades/subjects/courses for the correct proportion of instructional responsibility for each student. While PIMS collects data linking students to a teacher(s), PVAAS provides a roster verification process and web-based system for teachers, school administrators and district administrators in LEAs to verify this information. This is to ensure accurate data, verified by teachers, school administrators and district administrators, to yield PVAAS teacher-specific reporting.</p> <p>These linkages between students, teachers, and the proportion of instructional responsibility will be a local determination based on PDE guidance and policy. Once the PVAAS teacher-specific reporting is released each year, teachers and administrators will be able to drill-down within the reporting and see that the students reflect those verified in the PVAAS roster verification process/system.</p> <p>Each teacher eligible for a PVAAS teacher-specific score will receive a PVAAS teacher-specific report for each PA assessed grade/subject and/or course for each school year. Additionally, the teacher will receive a PVAAS 3 year rolling average when 3 consecutive years of PVAAS reporting are provided.</p> <p>Diagnostic reports will be provided for the teacher as data for continuous improvement of professional practice. This includes diagnostic reporting to assess the growth of students categorized by high-achieving, low-achieving, and middle-achieving students, as well as demographic subgroups of students served by a specific teacher.</p> <p>PVAAS teacher-specific reporting is provided for each PA assessed course/grade/subject for a teacher for each year it is available. PVAAS teacher-specific reporting is not provided by sections for a teacher.</p> <ul style="list-style-type: none"> <li>• Example: If a teacher provides instruction for grade 5 reading, mathematics, and writing, the teacher will receive single year PVAAS teacher-specific reporting for grade 5 reading, grade 5 mathematics, and grade 5 writing separately.</li> <li>• Example: If a teacher provides instruction for 5 sections of students for Algebra I, the teacher will receive ONE PVAAS reporting for Algebra I.</li> </ul>
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	<p>If desired, the teacher can do a PVAAS Custom Report to look at the academic growth for a specific group of students. See the PVAAS website at <a href="http://pvaas.sas.com">pvaas.sas.com</a> for details on how to create this report.</p> <p>A teacher will only have access to his/her own PVAAS teacher specific reporting. A teacher's school administrator(s) and district administrator(s) will have access to teacher-specific reporting for his/her specific teachers. School administrators and district administrators will also receive summary reports across all PVAAS teacher specific reporting.</p>
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<b>How to Use PVAAS</b>	<p><b>Using PVAAS Teacher Specific Reporting to Improve Student Progress</b></p> <p>PVAAS Teacher Specific Reports can be used to:</p> <ol style="list-style-type: none"> <li>1. Identify teachers yielding significant academic growth with students who can then serve as powerful resources for school-wide improvement of academic progress.</li> <li>2. Identify teachers who need support in yielding academic growth with students in order to provide targeted supervision and/or peer support to teacher.</li> <li>3. Target professional development activities to teacher needs.</li> <li>4. Identify <i>school-wide</i> strengths and areas of need.</li> </ol> <p><b>The Principal/Teacher Dialogue: Collaborating with Teachers Using the PVAAS Value Added Teacher Report</b></p> <p>A collaborative, reflective, and focused discussion between the principal and the teacher is highly important to the effective use of the PVAAS teacher-specific reports. In addition to the PVAAS Teacher Value Added Report, this dialogue between a teacher and administrator should take into consideration all other information and measures one deems relevant about the teacher's performance and effectiveness from sources such as classroom observations, student learning objectives, working interactions, and student and parent feedback.</p> <p><b>Guiding Questions</b></p> <ol style="list-style-type: none"> <li>1. <b>Where did you see the expected progress this year?</b></li> <li>2. <b>Where do you want to see students making better progress this year?</b></li> <li>3. <b>Why might the students not have made the expected progress last year?</b></li> </ol> <p>This is probably <b>the most important question for reflection and discussion</b> Some teachers may have a clear idea of what</p>
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	<p>needs to be changed to improve the progress of their students, but others may be challenged in that regard. A discussion from both the teacher perspective and the perspective of the principal based on his/her classroom observations and knowledge and experience may lead to better identification of productive changes that should be made. Once a possible reason(s) for lack of growth is agreed upon, the teacher, with support from the principal, can move to finding a solution(s).</p> <p><b>4. Given the issue(s) we've identified, what strategies would make a difference for students at that achievement level in your classroom?</b></p> <p><b>5. Who are the students in this your classroom now that would fall within that achievement level?</b></p> <p><b>6. What supports are needed from the principal to carry out those actions?</b></p> <p><b>Pulling it all together—Summing up the conversation</b></p> <ul style="list-style-type: none"> <li>• Restate the achievement level of students the actions are intended to address.</li> <li>• Restate the identified need and the specific strategy or strategies the teacher is to implement.</li> <li>• Schedule a time and method for continued discussion of the effectiveness of the strategies to monitor and adjust implementation.</li> <li>• Plan for classroom observation and follow-up. Provide support as needed.</li> </ul>
<p><b>Professional Development, Support, and Resources</b></p>	<p>If educators understand the current district and school-level PVAAS reporting, they will be much better prepared to understand PVAAS teacher-specific reporting, including both value-added and diagnostic reporting. The concept behind measuring growth for groups of students is the same and applies for district, school, grade, subgroup, and teacher-specific reporting. Resources about this information are located at <a href="https://pvaas.sas.com">https://pvaas.sas.com</a>.</p> <p>There are a range of resources for administrators and teachers regarding PVAAS teacher-specific reporting, including resources on PDE's website on Educator Effectiveness, archived PVAAS webinars on PVAAS teacher-specific reporting, and PVAAS Virtual Learning Modules. Additionally, IU PVAAS contact(s) and the PVAAS Statewide Team for PDE are available to answer questions and assist LEAs in understanding and making use of these new data.</p> <p>PDE provides professional development specific to the roster verification process and web-based system. This will include statewide webinars, Virtual Learning Modules, PDE guidance documents, and FAQs. When PVAAS teacher-specific reporting is released, PDE will provide statewide webinars, Virtual Learning Modules, live professional development sessions across the commonwealth, resource documents, PowerPoint templates, and detailed help menus.</p>

<b>Converting PVAAS Teacher 3-Year Rolling Average</b>	In order to combine the PVAAS 3 year rolling average score with the other multiple measures of student achievement, it is necessary to convert the PVAAS 3 year rolling average score to a 0 to 3 scale. The following table illustrates the conversion from the PVAAS 3 year rolling average to a 0 to 3 scale. Values between the displayed values are scaled proportionally. The rating tools (illustrated below) will automatically crosswalk the value of the PVAAS 3 year rolling average score converted to the 0 to 3 scale.			
	<b>PVAAS Color</b>	<b>PVAAS 3-Year Rolling Average Growth Index</b>	<b>PVAAS 100 point Scale</b>	<b>PVAAS Teacher Rating 0-3 Scale</b>
	Dark Blue	+3.00 or Greater	100	3.00
	Dark Blue	+2.00 to +2.99	90.00 to 99.99	2.50 to 2.99
	Light Blue	+1.00 to +1.99	80.00 to 89.99	2.00 to 2.49
	Green	-1.00 to +.99	70.00 to 79.99	1.50 to 1.99
	Yellow	-2.00 to -1.01	60.00 to 69.99	0.50 to 1.49
	Red	-3.00 to -2.01	50.00 to 59.99	0.41 to 0.49
	Red	-3.01 or Less	49.00	0.40

<b>Rating Tool</b>	A rating tool is provided to facilitate the entry and calculation associated when determining the final performance rating for a teacher. This rating tool is provided below with the shaded area representing the section of the rating that applies to teacher specific data. The functionality of the electronic worksheet for the classroom teacher rating form will adjust to reflect the availability of data. Refer to the chart in Chapter 1, page 5. The rating tool form and related documents are available in electronic versions/Excel worksheet format for the scoring and rating tabulation at the Department's website.
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## Chapter 7: Rating Form for Teachers WITHOUT Eligible PVAAS Scores

<b>Teachers without a PVAAS Score</b>	<p><b>Professional Employees/Temporary Professional Employees Not Eligible for a PVAAS Score include:</b></p> <p>Those teachers who do NOT have full or partial responsibility for content specific instruction of assessed eligible content as measured by PA’s assessments (PSSA and/or Keystone exams).</p> <p>Teachers who provide instruction in non-state assessed grades/subjects/courses only (e.g. Social Studies) are NOT eligible for a PVAAS score. While teachers in these areas may be supporting reading and math skills in their content areas, the Building Level Data reflects the influence of these teaching staff on school-wide academic results.</p> <p>Teachers who provide instruction on the standards in non-tested subjects/grades/courses, such as Standards for Literacy in History/Social Sciences, Science, and Technical Subjects, do NOT receive a PVAAS score. PVAAS teacher-specific reporting is aligned to those teachers providing content specific instruction of the assessed eligible content on PSSA and Keystone exams. The Standards for Literacy in History/Social Sciences, Science, and Technical Subjects are not assessed on the PSSA and/or the Keystone exams.</p> <p>For teachers without eligible PVAAS scores the final evaluation will be based upon the following multiple measures:</p> <p>Observation evidence based upon the Danielson Framework (50%) Building Level Data (15%) Elective Data (35%)</p>
<b>Rating Tool</b>	<p>A rating tool is provided to facilitate the entry and calculation associated when determining the final performance rating for a teacher. This rating tool is provided below with the shaded area representing the section of the rating that applies to elective data. The functionality of the electronic worksheet for the classroom teacher rating form will adjust to reflect the availability of data. Refer to the chart in Chapter 1, page 5.</p> <p>The rating tool form and related documents are available in electronic versions/Excel worksheet format for the scoring and rating tabulation at the Department’s website.</p>



<b>Last Name</b>	<b>First</b>	<b>Middle</b>
<b>District/LEA</b>	<b>School</b>	
<b>Rating Date:</b>	<b>Evaluation: (Check one)</b>	<input type="checkbox"/> <b>Semi-annual</b> <input type="checkbox"/> <b>Annual</b>

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
(1)Teacher Observation & Practice Rating					3.00

<b>*Domain Rating Assignment* 0 to 3 Point Scale (A)</b>	
<b>Rating</b>	<b>Value</b>
<b>Failing</b>	0
<b>Needs Improvement</b>	1
<b>Proficient</b>	2
<b>Distinguished</b>	3

<b>Building Level Score (0 – 107)</b>	
<b>(2) Building Level Score Converted to 3 Point Rating</b>	

(3) Teacher Specific Rating	
(4) Elective Rating	

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Teacher Observation & Practice Rating		50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating		15%		0.45
(4) Elective Rating		20%		0.60
Total Earned Points				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
<b>Performance Rating</b>	

I certify that the above-named employee for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received a performance rating of: \_\_\_\_\_

(month/day/year)                      (month/day/year)

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.



## Chapter 8: Teaching Professionals with Unique Roles and Functions

<b>Professionals with Unique Roles and Functions</b>	<p>Teaching Professional Employees with Unique Roles and Functions include:</p> <ul style="list-style-type: none"><li>• Gifted Teachers</li><li>• Special Education Teachers</li><li>• ESL Teachers</li><li>• Reading Specialists</li><li>• Early Childhood and Early Intervention Teachers</li><li>• Career Technology Education Teachers</li><li>• Speech Language Pathologists</li><li>• School Librarians</li></ul> <p>To determine whether you are a teaching professional, you must be able to answer <u>yes</u> to the following <u>two questions</u>:</p> <ol style="list-style-type: none"><li>1) Are you working under your instructional certification?</li><li>2) Do you provide direct instruction* to students in a particular subject or grade level?</li></ol> <p>*<b>Direct instruction</b> is defined as planning and providing the instruction, and assessing the effectiveness of the instruction.</p> <p>Under Act 82, if you are working under your instructional certification but do not provide direct instruction to students you are considered a non-teaching professional. Act 82 applies to non-teaching professionals in 2014-2015. PDE will publish a rating tool for Non-Teaching Professionals in the <i>Pennsylvania Bulletin</i> by June 30, 2014.</p> <p><b>Teaching Professionals with Unique Roles and Functions</b> serve in many different capacities across the Commonwealth given their varied roles, function and contexts. As shown, committees of educators worked to develop general and specific examples as an optional and potentially useful supplement to the existing and already validated <b>Danielson Rubric</b> for use with instructionally certified personnel.</p> <p>Please note that these are examples only and are not meant to represent the full range of training, experience or unique roles and functions that a given educator may provide. Discussion of examples may help the evaluator and the person being evaluated facilitate meaningful conversation and were not developed to be used as evidence or lack thereof within practice and the evaluation process.</p> <p>These examples are available on the SAS portal by accessing the instruction component under teacher effectiveness. <a href="http://www.pdesas.org/Instruction/Frameworks">http://www.pdesas.org/Instruction/Frameworks</a></p> <p>See Chapters 2, 3, 4, &amp; 5 for further guidance on how to evaluate teaching professionals.</p>
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## Chapter 9: Differentiated Supervision

<b>Eligibility to Participate in Differentiated Supervision</b>	<p>PDE recommends that professional employees who have received a Satisfactory summative rating in the previous two years should be eligible to participate in Differentiated Supervision. Prior to the 2013-2014 school year, a Satisfactory performance rating using a previously approved rating form, e.g., PDE 5501, PDE 426, PDE 427, or PDE 428 may be used to qualify for participation in Differentiated Supervision. PDE recommends that professional employees newly hired by a district should be eligible to participate in Differentiated Supervision, but only after successfully completing their first year in the Formal Observation Model. PDE recommends that temporary professional employees should not participate in Differentiated Supervision.</p>
<b>Cycle of Supervision</b>	<p>LEA's should create a Cycle of Supervision based on the number of teachers requiring Formal Observations.</p> <ul style="list-style-type: none"><li>• Temporary professional employees</li><li>• Professional employees new to a district</li><li>• Employees assigned to a performance improvement plan</li><li>• Employees assigned to their required year of Formal Observation</li></ul> <p>Professional employees should be assigned to Differentiated Supervision Modes for the length of the Cycle of Supervision except for the required year of Formal Observation, e.g., if a district has a three year Cycle of Supervision and a teacher is assigned to the Formal Observation Model in the second year of the cycle, the teacher would be placed in Differentiated Supervision in years one and three of the cycle. A Cycle of Supervision usually lasts for three (3) or four (4) years; however, this is a local decision.</p> <p>The principal and the professional employee should collaboratively create a timeline to ensure the successful completion of the professional's Differentiated Supervision Action Plan. The professional employee should be required to complete a mid-year review and an end-of-the-year self-reflection report with respect to his/her goal setting, planning, progress, and results. It is also recommended that the professional employee report the findings of his/her action plan to a Professional Learning Community (faculty meeting, in-service gathering, PTA/PTO); however, this is also a local decision.</p> <p>The supervising administrator should select a Differentiated Supervision Mode in collaboration with the teacher. All Differentiated Supervision Modes must be aligned to the Danielson's <i>Framework for Teaching</i> or a PDE approved alternative system and/or related to a district or school initiative designed to improve instructional practices and impact student achievement.</p> <p>Additionally, while formal observations may not occur in Differentiated Supervision, it is recommended informal observations occur throughout the school year. PDE recommends that the principal also reserves the right to remove a teacher from Differentiated Supervision at any time and place the teacher in the Formal Observation Model or assign the teacher to a Performance Improvement Plan with Intensive Supervision.</p>

<b>Differentiated Supervision Modes</b>	<p>While the nomenclature applied to the various Differentiated Supervision Modes may be unique to each LEA, they are generally grouped by common subject matter. Districts are not limited to the following categories as long as the mode meets the requirements and rigor of the PDE Teacher Effectiveness System.</p> <p>The following descriptions of Differentiated Supervision Modes are to serve as examples:</p> <ol style="list-style-type: none"> <li>1. <b>Peer-Coaching Mode</b> - professional employees work in dyads or triads to discuss and observe their own or another professional employee's pedagogy, student learning, curriculum aligned to the Pennsylvania Core Standards and other pertinent issues in a collaborative manner. The professionals will work together to define their professional needs and develop plans to assist them in the successful completion of the identified tasks including: specific target area(s), the evidence to be collected, observation dates, and a reflective session. Meeting notes, data collection tools, results of the observations, and the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.</li> <li>2. <b>Self-Directed Model/Action Research Mode</b> - professional employees will develop a structured, on-going reflection of a practice-related issue (Danielson's <i>Framework for Teaching</i> or a PDE approved alternative system). Professionals may work individually or in small groups, dyads or triads, to complete the action research project. Meeting notes, resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.</li> <li>3. <b>Portfolio Mode</b> - professional employees will examine their own practice in relation to the Danielson's <i>Framework for Teaching</i> or a PDE approved alternative system and reflect in a written report and/or documented discussions with colleagues. Portfolios may be developed according to criteria established collaboratively by the administrator and the teacher based upon their interests or needs. Resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee.</li> </ol> <p>*Book/research reviews are unacceptable for a separate Differentiated Supervision mode; however, they may be used to develop the research for an action plan.</p>
<b>Performance Improvement Plan</b>	<p>Teachers who receive an overall performance rating of <b>Needs Improvement or Failing</b> are required by Act 82 to participate in a <b>Performance Improvement Plan</b>. A <b>Performance Improvement Plan</b> shall be designed with the professional employee's input addressing the area(s) of concern, recommendations for Professional Development, types of data (evidence) that will be collected to determine improvement, and an observation schedule with Intensive Supervision. PDE recommends that an Intensive Supervision timeline is established to implement the Performance Improvement Plan. At the conclusion of the allotted time, the data will be analyzed and used to make a determination of the employee's level of performance and ultimately their employment status. It is recommended that the administrator recruit a colleague such as an assistant principal or the administrator's immediate supervisor in this process to provide additional reliability to the final determination of the professional employee's continuation of employment.</p>

	When the Performance Improvement Plan has been successfully completed and a Proficient rating has been achieved, it is recommended that the professional employee should be placed in the Formal Observation Model for at least a full school year and temporary professional employee remains in the Formal Observation Model until tenure is granted.
<b>Guidelines</b>	The complete guidelines can be found at the following link: <a href="http://www.education.state.pa.us">www.education.state.pa.us</a> on the Educator Effectiveness Project page.

## Chapter 10: Professional Development

<b>Act 45 Teachscape for Evaluators</b>	<p>Act 45 of 2007 requires school administrators to participate in professional education activities that are focused on practices that have the greatest impact on improving student achievement. Act 45 encompasses all the leadership development strands - the three core leadership standards, and the six corollary leadership standards of the Pennsylvania Inspired Leadership (PIL) initiative. Act 45, requires all active school leaders to complete 180 hours of professional and leadership development programs offered by a state-approved provider. The educational leaders covered under Act 45 include the following:</p> <ul style="list-style-type: none"><li>• Principal</li><li>• Assistant or Vice Principal</li><li>• Superintendent</li><li>• Assistant Superintendent</li><li>• Intermediate Unit Executive Director</li><li>• Intermediate Unit Assistant Executive Director</li><li>• Career and Technical Center Directors</li></ul> <p>In order to improve the consistency of evidence collection in teacher observations, it is recommended that all administrators enroll and pass an inter-rater reliability program. The Pennsylvania Department of Education is currently offering Teachscape FOCUS, as the inter-rater reliability tool. This program will require 20 hours which includes observation/and evaluation, training, practice scoring videos, and proficiency test. It is online and self-paced. This training is designed to minimize bias and to increase validity. Principals/supervisors will have two opportunities to complete and pass the licensure test.</p>
<b>Teachscape for Classroom Teachers</b>	<p>Resources for the Danielson Framework for Teaching Effectiveness Instrument can be found at: <a href="http://www.pdesas.org">http://www.pdesas.org</a> (click on the Teachscape icon)</p> <p>Teachers may review a Teachscape module that will result in 2 hours of Act 48 Professional Development</p> <p>Professional Development courses aligned to teacher evaluation can be found at: <a href="http://www.pdesas.org">www.pdesas.org</a>. Click on Teacher Tools, PD Center, Class Registration, Charlotte Danielson: the Framework for Teaching</p>
<b>Introduction to PVAAS</b>	<p><b>Questions? Contact the PVAAS Statewide Core Team for PDE</b> <b>Email:</b> <a href="mailto:pdepvaas@iu13.org">pdepvaas@iu13.org</a> <b>Phone:</b> (717) 606-1911</p> <p>If educators understand the current district and school-level PVAAS reporting, they will be much better prepared to understand PVAAS teacher-specific reporting, including both value-added and diagnostic reporting. The concept behind measuring growth for groups of students is the same and applies for district, school, grade, subgroup, and teacher-specific</p>

	<p>reporting. Resources about this information are located at <a href="https://pvaas.sas.com">https://pvaas.sas.com</a>.</p> <p>There are a range of resources for administrators and teachers regarding PVAAS teacher specific reporting, including resources on PDE's website on Educator Effectiveness, archived PVAAS webinars on PVAAS teacher-specific reporting, and PVAAS Virtual Learning Modules. Additionally, IU PVAAS contact(s) and the PVAAS Statewide Team for PDE are available to answer questions and assist LEAs in understanding and making use of these new data.</p> <p>PDE provides professional development specific to the roster verification process and web-based system. This will include statewide webinars, Virtual Learning Modules, PDE guidance documents, and FAQs. When PVAAS teacher-specific reporting is released, PDE will provide statewide webinars, Virtual Learning Modules, live professional development sessions across the commonwealth, resource documents, PowerPoint templates, and detailed help menus.</p>
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## Chapter 11: Process for Submitting an Alternative Educator Effectiveness System

<b>Guidelines for Approval for Alternative Educator Effectiveness</b>	<p>Section 1123 (e) of Act 82 of 2012 provides school districts, intermediate units or area vocational-technical schools with the opportunity to develop their own rating tool for use in evaluating professional employees and temporary professional employees who serve as classroom teachers. A locally-developed alternative classroom teacher effectiveness rating tool must be approved by the Pennsylvania Department of Education (PDE) before it is implemented. During its review process, PDE will determine whether an alternative classroom teacher effectiveness rating tool meets or exceeds the measures of effectiveness developed under 24 P.S. § 11-1123. In addition, PDE intends to verify that any alternative tool proposed will be at least as rigorous as the one defined by Pennsylvania's model, which was published in the <i>Pennsylvania Bulletin</i> on June 22, 2013, so that Pennsylvania educators are held to similar standards across the state. Since aggregate performance data will not be available for several years either for the state-developed rating tool or for any approved alternative rating tools, initial evaluations of rigor will be made on the basis of the proposed design and the evidence/research provided by LEAs to support its locally-developed rating tool.</p> <ol style="list-style-type: none"><li>1. The tool is comprised of the rating form and instructions.</li><li>2. Guidelines addressing locally-developed alternatives that modify the multiple measures of student achievement will be available at a later date.</li></ol> <p>The <i>Guidelines for Approval for Alternative Educator Effectiveness Systems</i> can be found at <a href="http://www.education.state.pa.us">www.education.state.pa.us</a> on the Educator Effectiveness Project page.</p>
<b>Alternative Rating Tools</b>	<p>Professional and temporary professional employees with instructional certificates serving as classroom teachers, principals and nonteaching professional employees, may be evaluated through the use of a rating tool developed by an individual school district, intermediate unit, or area vocational-technical school that the Pennsylvania Department of Education has approved as meeting or exceeding the measures of Educator Effectiveness.</p> <p>Schools may use the Danielson Framework 2007 or later, a modified model of the Danielson, or another tool that will meet or exceed the Danielson Framework submitted to the Department of Education through an alternative rating form.</p>
<b>Regulation</b>	<p>The Department will review at the request of an LEA an alternative rating tool that has been approved by the LEA governing board. The Department may approve for a maximum period of not more than five years any alternative rating tool that meets or exceeds the measures of effectiveness established under 24 P. S. § 1123.</p>

## Glossary

**ACT 82** – Passed on June 30, 2012 with requirements for evaluation in Section 1123 of the School Code

**Alternative Evaluation Plan** – An Individual School District Evaluation Plan (Must be approved by PDE).

**Assessment** – The term shall mean the Pennsylvania System of School Assessment test, the Keystone Exam, an equivalent local assessment or another test established by the State Board of Education to meet the requirements of section 2603-B(d)(10)(i) and required under the No Child Left Behind Act of 2001 (Public Law 107-110, 115 Stat. 1425) or its successor statute or required to achieve other standards established by the Department for the school or school district under 22 Pa. Code § 403.3 (relating to single accountability system)

**CDT** – Classroom Diagnostic Tools

**Chief School Administrator** – An individual who is employed as a school district superintendent, an executive director of an intermediate unit, or a chief school administrator of an area vocational-technical school or career technology center.

**Classroom Teacher** – A professional or temporary professional employee who provides direct instruction to students related to a specific subject or grade level and usually holds one of the following:

- Instructional I Certificate (see § 49.82),
- Instructional II Certificate (see § 49.83),
- Vocational Instructional I Certificate (see § 49.142), and
- Vocational Instructional II Certificate (see § 49.143)

**Department** – The Department of Education of the Commonwealth

**Differentiated Supervision Model** – Used by schools to diversify evaluations of Instructional II Staff.

**Direct Instruction** – The planning and providing of instruction, and assessing the effectiveness of that instruction.

**Distinguished** – The employee's performance consistently reflects teaching at the highest level of practice.

**District-designed measures and examinations, and locally developed school district rubrics**—A measure of student performance created or selected by an LEA. The development or design of the measure shall be documented via a Student Learning Objective.

**Education Specialist** – A person who holds an educational specialist certificate issued by the Commonwealth, including a certificate endorsed in the area of elementary school counselor, secondary school counselor, social restoration, school nurse, home and school visitor, school psychologist, dental hygienist, instructional technology specialist or nutrition service specialist.



**Employee** – A person who is a professional employee or temporary professional employee.

**Educator Effectiveness** – The program developed by PDE to improve teaching and learning.

**EVAAS™** – Education Value-Added Assessment System is the methodology used for PVAAS.

**Failing** – The employee does not meet performance expectations required for the position.

**FFL** - Framework For Leadership

**FFT** – Framework For Teaching (Danielson)

**FFTES** – Framework For Teacher Effectiveness Series (Teachscape)

**FOCUS** – The inter-reliability course PDE is currently offering to PA evaluators (formerly called FFTPS – Framework for Teaching Proficiency System).

**Keystone Exam** – An assessment developed or caused to be developed by the Department pursuant to 22 Pa. Code § 4.51 (relating to state assessment system).

**LEA** – A local education agency, including a public school district, area vocational-technical school, career technology center and intermediate unit, which is required to use a rating tool established pursuant to section 1123 of the Public School Code (24 P. S. § 11-1123).

**Multiple Measures** – The right side of the effectiveness pie chart that looks at student performance.

**Needs Improvement** – The employee is functioning below proficient for performance expectations required for continued employment.

**Non-teaching Professional Employee** – A person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.

**Overall Performance Ratings** – Distinguished, Proficient, Needs Improvement, Failing

**PDE** – Pennsylvania Department Of Education

**Performance Improvement Plan** – District plan to improve performance of professional employees based on contents of the rating tool for ratings of failing and needs improvement with the evaluator and employee input

**Principal** – An individual who is certified as a building principal, an assistant principal, a vice principal or a director of vocational education.

**Professional Employee** – An individual who is certificated as a teacher, supervisor, principal, assistant principal, vice-principal, director of vocational education, dental hygienist, visiting teacher, home and school visitor, school counselor, child nutrition program specialist, school nurse, or school librarian.

**Proficient** – The employee's performance consistently reflects practice at a professional level.

**PSSA** – The Pennsylvania System of School Assessment established in 22 Pa. Code § 4.51 (relating to state assessment system).

**PIL** – Pennsylvania Inspired Leadership Program

**PIMS** – Pennsylvania Information Management System

**PPID** – Pennsylvania Personal Identification Number

**Principal Effectiveness Instrument** – The rating tool used to evaluate a principal.

**PVAAS** – The Pennsylvania Value-Added Assessment System established in compliance with 22 Pa. Code § 403.3 (relating to single accountability system) and its data made available by the Department under Section 221 of the Public School Code (24 P. S. § 2-221).

**Rating Tool** – An instrument used to determine an evaluation.

**RTTT** – Race To The Top

**Rubric** – Information used to determine an evaluation.

**SAS** – Standards Aligned System

**School Profile** – Evaluation score determine by student performance and school assessments.

**SIG Schools** – School Improvement Grant Schools

**SLO** – The Student Learning Objective is a record of the development and application of student performance measures selected by an LEA. It documents the process used to determine a student performance measure and validate its assigned weight. This record will provide for quality assurance in rating a student performance measure on the zero-to-three-point rating scale.

**Temporary Professional Employee** – An individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.